National Congress Bulletin

JUNE-JULY 1950 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 17, NO. 10

Dear Friends:

Mrs. John E. Hayes

From the national convention each year comes a statement that we entitle the "Annual Platform" of the National Congress. The delegates in a general session at the Long Beach convention voted unanimously to adopt the 1950–51 platform, which you will find on page 4 of this *Bulletin*. This platform is an interpretation of our permanent Objects as they may be applied to current educational and social situations and to the current emphasis of the present administration theme, "The Citizen Child: His Destiny, a Free World."

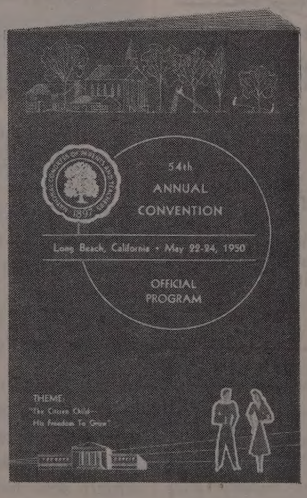
Please regard the platform as exceedingly important, because what you do with it may change, effectively, the attitude of people in your community for years to come. It may help to develop a more favorable "climate" in which children and youth have freedom to grow toward maturity at home, at school, and through the influence of the church and other community agencies.

• Are you willing to call together very soon your program committee and the study group chairman to consider ways in which your unit can make the platform meaningful? Will you give special attention to Paragraphs 2, 5, and 6 in Section I, the "Home," and to Paragraphs 1, 2, and 6 of Section II, the "School," even if it is necessary to appoint special committees this summer to get started on projects that will carry out these statements of belief?

• When you read Paragraphs 2 and 3 in Section III, the "Church," please consider whether or not it would be feasible to enlist the help of your telephone committee occasionally to stimulate family church attendance. We are startled when we hear juvenile judges say at least 75 per cent (varies up to 85 per cent) of the young people who come before them have had no regular religious instruction—their families have not been church-going families.

If we are in earnest about the needs of the citizen child, there may be a way to reduce the juvenile court load by doing our share in the P.T.A. to get more family church attendance. In most parent-teacher associations we find representatives of many religious denominations. Could we begin to develop among P.T.A. members an interest in the religious beliefs of some of the far away people who in this age have become our neighbors?

A short time ago it was my privilege to hear a young Moslem sing the call to prayer as it is done in his native Lebanon. It was beautiful to my ears; it must have been inspiring for people of his own faith. We found many things in common in my religion and his. He told us that in Islam all people believe (1) in one God—the Father, (2) in worship, (3) in prayer, and (4) in alms giving and support of the church. There may be many more points on which Christians and Moslems agree.



It may not be practical for you and me to study the Koran in an attempt to understand the followers of Mohammed, but we can learn enough about all faiths in our home communities to dispel the prejudices that have grown up among us in America regarding religion. Religion is a most powerful factor for understanding or misunderstandings among individuals and groups of people.

• Summer is a favorable time to implement Paragraph 1 in Section IV, the "Community." If you have never enjoyed a "block picnic" in your back yard—or your neighbor's—you have missed a fine experience and so have some other people in your block or neighborhood.

The platform committee also recognized that nation-wide group tensions develop because there is lack of true fellowship in small community circles. We can do something about such a condition. Paragraph 2 in this section on the "Community," points out the way. In fact, that paragraph is so vital I want to repeat it here.

"Providing opportunities for children and youth to participate in determining community needs and planning youth projects for community improvement."

At our national convention Alexander Lankler said, "It is certainly time we find a way for youth to defend democracy with his ideas and ideals rather than with his trigger finger!" This young man, not yet twenty-two years of age, brought us pertinent evidence that youth is thinking "long thoughts." In this time of crisis we dare not waste the mental and spiritual power of our young people. Will you help to find the way to give them an important place in community affairs?

• In Section V, the "World Community," we find four concise statements applicable to every P.T.A. in our land. Will you recommend at least one of them to your program committee for consideration by the entire membership?

* * *

And now I have interesting news for you. Your national president is authorized to help with implementation of Paragraph 2 of this section of our platform by going to Japan during the

month of July—to work with the parent-teacher groups there. It is reported that there are 31,000 parent-teacher units in Japan.

Of course I cannot visit 31,000 local units, but it may be possible to meet with the leaders of most of them. Our work is not unknown to them. They have been using our material which has been translated into their native tongue; their bylaws are patterned from our bylaws; they are using our program material and some of our plans of work; and a few of their leaders have been observing the P.T.A. at work here in the United States. An official report from Japan states, "Maturity for the movement in Japan lies in developing better P.T.A.'s rather than in increasing membership (15,660,000 now) . . . . . the Japanese P.T.A.'s contribute much financial support for schools and *also* serve as *training centers* for nation-wide *democracy*."

I am sure your prayers are with me as I travel to that far land—and I shall try to carry also your spirit of devoted service, your convictions of the worthiness of the parent-teacher movement, and your faith in the citizen child whose destiny must be a free world.

Faithfully yours,

Anne H. Hayes

Mrs. John E. Hayes, President
National Congress of Parents and Teachers

1951 NATIONAL CONVENTION

The 1951 convention of the National Congress of Parents and Teachers will be in Miami Beach, Florida. The dates are May 21, 22, and 23. Many P.T.A. members already are making plans to combine their 1951 summer vacations with a trip to the national parent-teacher convention.

NATIONAL CONGRESS BULLETIN

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NATIONAL CONGRESS OF PARENTS AND TEACHERS

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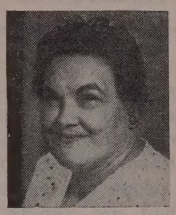
• SIX NATIONAL LEADERS ELECTED AT LONG BEACH



Mrs. Beckham

Mrs. Ryan

Mrs. Smith

Mrs. Gould

Mrs. Hargreaves

Mrs. Luhr

DURING the annual convention at Long Beach, California, the delegates elected four new regional vice-presidents and, in addition, two new national chairmen who will fill out unexpired terms. Each of these leaders has a record of distinguished service in parent-teacher work that well qualifies her for the tasks that lie ahead.

Vice-president from Region III—Mrs. Walter H. Beckham, Miami, Florida

Vice-president from Region V—Mrs. R. R. Smith, Grand Forks, North Dakota

Vice-president from Region VII—Mrs. H. H. Hargreaves, Portland, Oregon

Vice-president from Region VIII—Mrs. James P. Ryan, Phoenix, Arizona

National chairman, Committee on International Relations—Mrs. R. N. Gould, Omaha, Nebraska (replacing Mrs. Gertrude E. Flyte, who has resigned to become a field consultant for the National Congress)

National chairman, Committee on Membership—Mrs. G. W. Luhr, Oakland, California (replacing Mrs. Beckham)

PLAN FOR AMERICAN EDUCATION WEEK

As the leaders in your local unit make their plans for next year's activities, the National Congress hopes you will include in your program a fitting observance of an annual event it helps to sponsor, American Education Week. The 1950 general theme for this week (November 5–11) is "Government of, by, and for the People."

For its part, the National Congress has cooperated with the National Education Association in publishing a leaflet, *Our Schools and the Next Decade*, which sets forth clearly the first steps that must be taken if every American boy and girl is to have good teachers and good schools.

Forty thousand copies of this leaflet have already been given to the National Education Association for use in the packets it sends out to groups making special preparations for this week. An additional sixty thousand copies have been mailed to state congress offices for redistribution to local units. Be sure to get your copy. By writing to the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., you can obtain free a planning leaflet that contains program ideas for each of the seven daily topics for American Education Week, which are:

Sunday, November 5, *Moral and Spiritual Values*

Monday, November 6, *Responsibilities of the Citizen*

Tuesday, November 7, *Meaning of the Ballot*

Wednesday, November 8, *Urgent School Needs*

Thursday, November 9, *Opportunity for All*

Friday, November 10, *Home-School-Community Teamwork*

Saturday, November 11, *Freedom's Heritage*

What Our Congress Groups Are Doing

• Local units in Grand Forks, North Dakota, have worked tirelessly for several years in supporting bond issues that would provide funds for improvement of school facilities, and the school authorities were anxious to show their appreciation. So principals and the superintendent invited all the P.T.A. members in Grand Forks to a big party at one of the schools. More than twelve hundred teachers and parents turned out for an evening of home talent shows, movies, dancing, checkers, chess, and refreshments—served by the principals.

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Pictured here are some of the parent-teacher leaders, school principals, librarians, and other important people who gathered to hear Mrs. Ruth Gagliardo talk about books and to browse through her large display of good reading materials during a "morning coffee" sponsored by the Wichita, Kansas, Council of P.T.A.'s. Mrs. Gagliardo, eighth from the left, is the state and national chairman of Reading and Library Service. On her left is Mrs. Howard Calkins, president of the Wichita Council.

• Leaders in the Jefferson County Council in Alabama have such a high regard for *Where Children Come First* they decided that copies of this book would make excellent awards for the six local units with the best attendance records at the county parent education meetings.

* * *

• Do parents of the children in your school have trouble locating a place to park when they come to visit the school? If so, perhaps they are discouraged from ever coming again. In some communities even the teachers cannot find a convenient parking spot for their cars during the day without collecting police tickets. That was the situation at the West University Elementary School of Houston, Texas, until the P.T.A. decided to do something about it.

The West University Elementary P.T.A. voted to sponsor the building of an angle parking area large enough to take care of 115 cars at a time. Weekly drives to collect old papers, magazines, and rags have been among the most successful of the many projects undertaken by the P.T.A. to raise the necessary funds.

* * *

• Again we are privileged to say welcome to a new parent-teacher association in a far-away land. This month we salute a new National Congress unit, the Camp Haugen P.T.A. in Japan, which has 89 charter members.

CONTRIBUTIONS TO THE NATIONAL HEADQUARTERS FUND ARE NOW OVER THE . . . $100,000 MARK!

A State-wide Local Unit

• The first unit of the National Congress ever established in a state-wide residential school was recently formed by an enthusiastic group of mothers, fathers, staff members, and other friends of the ninety-two children who attend the Illinois Children's Hospital-School in Chicago.

Since these parents live in all parts of the state, they cannot meet together every month as the members of other units do to discuss their problems. However, they are happy that it will be possible to schedule four regular, extra-special meetings each year—one each time mothers and fathers come to the school and take their children home for short holidays with their families.

Between the regular meetings a carefully worked out correspondence program will be conducted, under the guidance of Mrs. Charles W. Rowland, chairman of the exceptional child committee for the Illinois Congress. Mrs. Rowland worked closely with Richard Eddy, Hospital-School superintendent, in helping to organize this unit. In describing the value of the P.T.A. in a residential school such as this, Mr. Eddy declared,

"The formation of the Illinois Children's Hospital-School Parent-Teacher-Staff Association is second in importance only to the establishment of this institution itself, the first state residential center for educable children with a variety of severe physical handicaps.

"Traditionally, the weakest aspect of an institutional program like ours has been the relationship between the staff and parents or guardians of the boys and girls in residence. The P.T.A. with its unique advantage of support and practical assistance from the long-established state and national congresses has provided what should prove to be the perfect implement to promote close parent-staff communication."

No doubt other schools where children live the year around will be interested in this pioneering venture that could well establish a precedent.

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FOR 1950–51

- ADOPTED BY THE ANNUAL CONVENTION OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

May 1950

Long Beach, California

BASED ON THE THEME: ***"The Citizen Child: His Freedom To Grow"***

As we enter another half century of service to the cause of children and youth, we recognize that in order to advance that peaceful freedom in which the citizen child may grow, we shall need to begin in our homes. Strong family ties, based on respect for the rights of the individual, are fundamental. In addition, adequate opportunities for education, religious or spiritual growth, and community participation are also essential factors.

The citizen child's freedom to grow is dependent on what we do not only in the home but in the school, the church, the community, and the world.

I. HOME

Within the home we will work toward the growth of the citizen child by:

1. Recognizing that a sound and happy family life is the basic force in the development of citizens.
2. Encouraging children and adults to search for the true meaning of democratic family living today and to build home experiences based on this meaning.
3. Inspiring the development of a closer spiritual relationship with God, with family, neighbors, and all people everywhere.
4. Providing guidance for useful living and service through our own parental precept and example.
5. Helping members of families to face the realities of modern living and to develop constructive ways of adjusting to them.
6. Learning everyday ways of releasing or relieving tension.
7. Assisting children, youth, and adults to realize that worthwhile citizenship in the nation or in the world carries with it the obligation of each individual to contribute according to his ability.

II. SCHOOL

Within the school we will work together to:

1. Give the public a clear understanding of the purposes of education.
2. Promote immediate, informed action on the part of all citizens to meet the crisis in education.
3. See that developmental and special needs of children, youth, and adults are met by school, home, and community.
4. Encourage learning experiences adjusted to the needs of children and youth in a rapidly changing world.
5. Improve the educational program so that it will more completely meet the needs of the child.
6. Secure the enactment of such legislative measures as will guarantee adequate, stable financial support for the schools, including provisions for better pay for teachers, necessary school construction, an expanded curriculum, and limitation of the size of classes.

III. CHURCH

We will seek to strengthen character development and spiritual growth in the citizen child by:

1. Striving to awaken in parents an awareness of their responsibility for the spiritual life of their children.

3. Encouraging family church attendance and participation in church activities.
4. Guiding children, youth, and adults toward an understanding of, and a respect for, all religious faiths.
5. Emphasizing those ethical standards and solid moral principles that will be the basis for world-wide peace.

IV. COMMUNITY

Within the community we will work toward the growth of the citizen child by:

1. Promoting friendliness among families and helping children, youth, and adults to appreciate and value differences in family and neighborhood living.
2. Providing opportunities for children and youth to participate in determining community needs and planning youth projects for community improvement.
3. Making it possible for all children, at appropriate ages, to become part of those organized group activities that promote growth and build character.
4. Sponsoring projects that enable parents and other adults to learn more about child and adult needs, child rearing, and family relationships.
5. Determining, promoting, and cooperating with other groups in the development of community services designed to meet the needs of the child, such as adequate recreational, health, and safety activities; sound adoption procedures; and constructive juvenile protective services.
6. Meeting the responsibilities of citizenship as well as participating in its benefits.
7. Studying and actively supporting legislation designed to promote the welfare of children, youth, and families.

V. WORLD COMMUNITY

Since we realize that the citizen child's freedom to grow depends to a large extent upon his understanding of his neighbor's pattern of life, we will strive toward this end by:

1. Encouraging an expanded program of teacher and student exchanges.
2. Promoting the growth of the parent-teacher movement throughout the world.
3. Urging the constructive use of atomic energy for the benefit of mankind.
4. Continuing our active support of United Nations, UNESCO, and other related agencies as the most effective organized means now existing for maintaining world peace, and doing so through the many channels provided by the National Congress of Parents and Teachers for releasing official information to its membership.

CONCLUSION

We realize that the most important child welfare issue facing us today is the maintenance of peace in the world; that unless we accomplish this purpose our children will have little opportunity for growth, freedom, or even life itself. In order to guarantee to the citizen child everywhere his right to that peaceful freedom to which he is justly entitled, we shall work together in home, school, church, community, nation, and throughout the world to advance the idea that peace begins on our street, in our own homes and communities. Only thus may we hope for that security which will allow the citizen child his freedom to grow.

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One of the most colorful events at the annual convention was the program on Monday evening devoted to the National Headquarters project. After each state president had been introduced and each state's slogan and quota for our new home had been announced, the gaily costumed ushers released two thousand bright-colored souvenir balloons, bearing the slogan "Quarters for Headquarters." The picture above shows some of the delegates and guests holding their balloons.

PARENT-TEACHER···1950—51 *Legislation* PROGRAM

APPROVED BY THE BOARD OF MANAGERS OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

I. POLICIES

(Amendments approved by the National Board of Managers on May 25, 1950, appear in italics.)

Local Control

In all federal child welfare legislation we recommend the inclusion of provisions that will insure maximum local control.

Federal Grants-in-Aid

In all federal grants-in-aid to states we support provisions that will place their administration in whatever regularly constituted federal, state, and local agencies are best qualified, in their respective fields, to administer them.

Education

We believe that the integrity of our free public school system should be maintained and strengthened. To that end we support the policy that any or all programs of an educational nature to be administered through the public schools should be channeled through the U.S. Office of Education and thence through the state and local departments of education, and that these programs should be administered with a maximum of local control. Any other programs operating in the schools should be integrated into the regular school curriculum and should be administered as outlined above.

Federal Aid for Education

a. We believe that it is necessary for the federal government to appropriate funds to supplement those raised by local and state governments to provide adequate educational opportunities for all children and youth. We support the principle that any such funds appropriated by the federal government should go to publicly controlled, tax-supported schools only.

b. We believe that federal funds should be appropriated for the purpose of equalizing educational opportunity among the several states, with provisions ensuring (1) distribution according to need, such need to be determined on the basis of established facts, which shall serve as a foundation for a specific formula for apportionment; (2) maximum local and minimum federal control; and (3) encouragement to the states to put forth their highest efforts to equalize educational opportunities within their own boundaries. This aid should include funds for libraries and for the education of handicapped children.

c. We believe that federal funds should be appropriated to give aid in the construction of *public* school buildings, after competent, approved surveys have been made. These funds should be channeled from the U.S. Office of Education through state departments of education to the local units of administration. Moneys should be made available to the states on the basis of an objective formula that would take into account both the need for school facilities and the relative ability of the states to meet such a need. States should be encouraged to set forth principles for equalizing the distribution of state and federal funds, giving special consideration to school administrative units with relatively low financial resources and to areas especially affected by rapid and substantial increase in school-age population.

d. We believe that federal funds should be used to provide educational opportunities for the children of government employees on federally owned property.

e. We believe that federal funds should be used to provide, through the U.S. Office of Education, adequate programs of health and physical fitness for children and youth.

(Wherever a health program is administered by the health department, the school authorities will secure health services for school children with the cooperation of the health department.)

f. We believe that federal funds should be used for such programs of adult education as affect the welfare of children and youth.

Vocational Education

We recommend the increased control of vocational education by state departments of education, so that vocational and general education may be effectively integrated.

(When the first federal funds for vocational education were appropriated, boards were set up at federal and state levels that did not include school people, and the vocational program was carried on under the authority of those boards. Now that vocational education is under the U.S. Office of Education, the amount of funds appropriated for it is large in proportion to those allotted to the other services of this agency.)

Rural Security

We support the continuance of the basic principles of rural security, including supervision and guidance services to families, in whatever agency this program is put.

(We support this program because it enables families with children to borrow money for buying and equipping farm homes. Under its rules, supervision, and guidance, many families of tenant farmers or sharecroppers are made self-reliant and self-supporting home owners. Thus the program enables the children in such families to have better schooling, better food, and better health.)

Child Labor

We support such federal legislation as will give necessary protection to child workers, with special emphasis on the establishment of (a) a basic minimum age of sixteen for employment; (b) a higher minimum age for employment in hazardous occupations; and (c) a minimum wage provision for minors.

Health

We recommend increased public support of equalized health and health education opportunities for *all* children and youth.

We support continued federal appropri-

ations to maintain maternal and child health services and services for crippled children.

Merit System

We recommend the extension of the merit system for civil employees, both state and national.

(The interest of the National Congress in the application of the merit system lies in our desire to see child welfare services administered by people qualified to do so rather than by political appointees.)

Disposal of Surplus Materials and Supplies

We believe that unneeded educational, medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

International Relations

We support the United Nations and its component parts as the best basis for international cooperation.

Our principal legislative concern is support of adequate appropriations for the United Nations Educational, Scientific, and Cultural Organization and the World Health Organization.

Recreation

We recommend increased public support for adequate community recreation services.

We encourage the support of state agencies authorized to assist local governments in setting up recreation programs.

II. ACTIVE PROGRAM

Child Labor

We support ratification by the states of the child labor amendment.

(Eight more states must ratify this amendment before it can become a law.

(Before adjournment Congress passed a measure (H.R.5856) strengthening the child labor provisions of the Fair Labor Standards Act. The chief intent of the revisions is to make evasion of the law more difficult, particularly with reference to interstate commerce; to remove certain inconsistencies in the former law, such as the section that permitted children under sixteen to work for their parents in hazardous occupations, although it protected young people sixteen years of age and older; and to clarify further provisions safeguarding the education of minors employed in agriculture by permitting such employment only outside of school hours for the district in which the child is living while so employed.

(Less desirable was the exemption from child labor provisions of "any employee engaged in the delivery of newspapers to the consumer.")

Adequate Support for Certain Federal Offices

We support adequate appropriations* for the following federal departments, offices, and agencies:

1. U.S. Office of Education (including a division of creative arts), Federal Security Agency.

(A number of vacancies will remain unfilled as the result of the present Congress' failure to appropriate the entire amount requested by the Office for operating expenses. Included in the total appropriation of $1,975,600 is the sum of $75,600 that will make it possible for the Office to continue to allocate surplus property donated to schools by the armed services. The third deficiency appropriation bill passed included an additional $50,000 for the same purpose.

(Under the George-Barden Vocational Education Act Congress appropriated $19,842,760 for the further expansion and development of vocational education.)

2. Bureau of Human Nutrition and Home Economics, U.S. Department of Agriculture.

(Increased appropriations are needed for *research* purposes, particularly in the field of family planning.)

3. Children's Bureau, Federal Security Agency.

(For operating expenses of the Bureau and for carrying out the investigating and reporting responsibilities of the Agency, Congress appropriated $1,466,000, denying the Bureau's request for $45,864 for a five-year research program. The sum of $234,000,000 was set up for aid to dependent children, to be administered by the Children's Bureau under the public assistance program of FSA. For grants-in-aid to states for the improvement of services, Congress appropriated the full $22,000,000 authorized, including $11,000,000 for maternal and child health services, $7,500,000 for services to crippled children, and $3,500,000 for child welfare services.

We support the provision of H.R.6000 (Doughton) that proposes an increase in funds for child welfare services from $3,500,000 to $7,000,000. (It would also be highly desirable if the regulations for administrative structure were liberalized to provide opportunity for the Bureau to cooperate with state agencies on a broader basis than is possible under the "single agency" clause.) This bill passed the House on October 6.

4. Federal Extension Service, U.S. Department of Agriculture.

(County home demonstration agents are paid from the funds of this service, matched by state and county funds.)

5. U.S. Public Health Service, Federal Security Agency.

(Research activities of the agency have been expanded in the field of general medicine as well as in cancer ($18,900,000 plus $6,000,000 for research contracts), heart ($10,725,000 plus $5,350,000 for contracts), and dental research. General public health grants to states will be provided from an appropriation of $14,200,000, a sum thought to be inadequate. In addition, almost $2,500,000 was made available for direct service by the agency. Under the Hospital Construction Act, Congress appropriated $75,000,000 a year for the three years ending June 30, 1949, with two more years of the program remaining. Having received state survey information showing that only about 10 per cent of the new facilities can be built under the existing act, Congress passed a measure (S.614) extending the program to June 30, 1955, and increasing the annual authorization for appropriation from $75,000,000 to $150,000,000.)

6. Food and Drug Administration, Federal Security Agency.

(The agency received a budget of $4,802,000 for administration of the Pure Food and Drug Act.)

7. *Division of Child Labor and Youth Employment and Wage and Hour and Public Contracts Divisions, Bureau of Labor Standards, U.S. Department of Labor.*

(The broader coverage provided by the new child labor provisions of the Fair Labor Standards Act, particularly for employment of young workers in agriculture, gives even greater emphasis to the importance of the program of the Bureau. The Child Labor and Youth Employment Division develops standards for employment, offers consultant service to states and advisory service to civic groups, works out cooperative agreements with states for age certification of young workers, conducts research in the field of child labor and youth employment, and provides a center of information on trends, conditions, and programs in the area of child labor. The inspection and enforcement service is carried on by the Wage and Hour and Public Contracts Divisions.)

Federal Aid for Education

1. We reaffirm our policy as expressed above in item "a" under "Policies—Federal Aid for Education." This statement reads as follows: "a. We believe that it is necessary for the federal government to appropriate funds to supplement those raised by local and state governments to provide adequate educational opportunities for all children and youth. We support the principle that any such funds appropriated by the federal government should go to publicly controlled, tax-supported schools only."

We support legislation that would pro-

*By "adequate appropriations" we mean that we support the recommendations of the U.S. Bureau of the Budget, which investigates the requests of each department carefully every year at the time that the budgets are being recommended.

vide grants-in-aid for publicly controlled, tax-supported schools; allocations to states on the basis of relative per capita income and school-age population; and provisions for a minimum foundation program to serve as a guide for equalizing educational services within the states.

2. We support legislation that would provide for the education of children on federal reservations and other federally owned property not subject to state or local taxation.

3. We recommend that the education of Indian children be administered through state departments of education and that adequate federal appropriations be given to furnish educational opportunities equal to those of other American children.

4. We urge the United States government to take steps to facilitate the rehabilitation of Hawaiian schools by releasing necessary building materials.

5. *We support legislation to enable the states to make more adequate provision for special services required for the education of physically handicapped children of school age, as provided in S.3102 (Hill, Pepper, Thomas of Utah, Murray, Neely, Humphrey, Lehman, and Aiken) and H.R.7396 (Kelley, Wood, Perkins, Burke, and Steed).*

(Appropriations ranging from $4,000,000 for the first year to $16,000,000 for the fourth and succeeding years will be channeled through the U.S. Office of Education and state departments of education. Provision is made for cooperation with the several related services of the Children's Bureau. The state agency will present a plan providing for state matching funds; showing policies and methods of administration, supervision, and training of personnel; providing methods of identifying the cost of special educational services required for the education of physically handicapped children; and indicating policies concerning distribution of funds between rural and urban areas and among types of services. Each state will receive $25,000, plus additional funds apportioned according to number of children and financial need.)

6. *We support legislation to provide federal funds for the construction of school facilities in areas affected by rapid and substantial increase in school-age population due to activities of the federal government, as provided in H.R.8113. Facilities will be provided for children residing on federal property, children whose parents are employed on federal property, and children whose attendance results generally from federal activities.*

(Allocations will be made on the basis of the average per capita cost of constructing complete school facilities in the state in which the affected school district is located. Applications will be submitted through the state educational agency and will set forth a description of the project, assurance of compliance with applicable local, state, and federal laws, and other assurances guaranteeing the proper completion of the project. The state agency's certification that the project is not inconsistent with over-all state plans will be necessary.)

Health

We support legislation to assist the states in the development and maintenance of local health units as provided in S.522 and H.R.5865, the Local Public Health Units Act of 1949 (H.R.5865 now supersedes H.R.267 and H.R.785).

(These bills, which are almost identical, provide for the development and maintenance of local health units organized to provide basic full-time public health services and to assist the states in the training of personnel for local health work. Allotment of funds is to be made on the basis of population and the financial need of the states to provide basic health services for all persons within the state. The basic health services necessary for the well-being of every community are control of communicable disease, environmental and food sanitation, health education, collection and analysis of vital statistics, public health laboratory services, and maternal and child health services. See March 1949 *National Congress Bulletin*, page 4.

(S.522 was passed unanimously by the Senate on August 27.)

International Relations

We support S.311 and H.R.4567, bills designed to liberalize the Displaced Persons Act of 1948.

(Both House and Senate passed bills liberalizing the present law and these amendments are in conference committee.)

Juvenile Protection

We support legislation to reduce juvenile delinquency by providing, through the use of federal funds, for the care and prompt return home of runaway, transient, or vagrant children going from one state to another without proper legal consent.

Accordingly we support the provision of Title III, Part 3, of H.R.6000 (Social Security Act amendments) that authorizes the expenditure of Children's Bureau child welfare services funds for the purpose of returning to their homes runaway children not over fifteen years of age who have crossed state boundaries.

Library Service

We support S.130 and H.R.874 and H.R.1411, identical bills, which provide for the use of federal funds to demonstrate public library service to people now without it or inadequately served.

National Defense

We believe that in this period of international tension, as we work diligently for permanent peace, our nation should maintain a military force capable of going into action in defense of the nation or in fulfillment of our international commitments. We urge a broad program of scientific development and technological application, a coordinated intelligence service, a strong, up-to-the-minute air force, a strong navy, and an adequate army composed of thoroughly trained, fully equipped men. We urge these rather than universal military training.

Postal Rates Increase

We oppose legislation that would eliminate special rates for the mailing of library books and the special second-class mailing rates now available to nonprofit organizations such as the National Congress of Parents and Teachers.

(The House passed bills designed to increase postal revenues without eliminating special rates.)

School Lunch

We support adequate appropriations to carry out the school lunch program as provided in Public Law 396.

(An appropriation of $83,500,000 was made by the Eighty-first Congress for the fiscal year 1949–50.)

Social Security

We support extension of the benefits of social security to the employees of such nonprofit organizations as the National Congress of Parents and Teachers, as provided in H.R.6000 (Doughton).

Alcoholic Beverages

We support legislation to prohibit paid advertising of alcoholic beverages as provided in H.R.2428, which is the same as the Capper bill of the Eightieth Congress.

(This is to prohibit the transportation in interstate commerce of advertisements of alcoholic beverages or the broadcasting by means of any radio station of any advertisements of alcoholic beverages. Since the power over interstate commerce is vested in the federal government, states where the sale of alcoholic beverages is illegal are powerless to prevent these practices or to regulate them by state law.)

• After fifty-four years of service to children, the time has come for us to have a HOME OF OUR OWN. Are YOU helping us to build it?

III. INACTIVE PROGRAM

Measures for Which No Legislation Is Pending at Present

1. We support measures to abolish the compulsory block-booking and blind selling of motion picture films.

2. We support the general trend toward grade labeling of products, and we oppose the practice of selling products by grades if they cannot be packed by grades.

3. We support a bill similar to S.1670 of the Seventy-eighth Congress providing appropriations for the extension divisions of state universities and land-grant colleges.

4. We oppose the legalizing of a national lottery.

IV. RECOMMENDATIONS FOR STATE CONGRESSES

Laws Governing the Adoption and Guardianship of Minors

Because of serious lacks, abuses, and inequalities discovered in the prevailing system of adoption and guardianship, as revealed in survey reports submitted by the state congresses of forty-three states, the Board of Managers of the National Congress at its meeting held in September 1942 recommended that the legislation committee of each state congress appoint a special subcommittee to find out whether or not the state laws contain the following provisions:

1. Prevention of indiscriminate placing of children.

2. Establishment of a trial period before entering the order of adoption.

3. Mandatory investigation, by trained workers, of the adoptability of the child before his final transfer into an adopting home.

4. Mandatory investigation, by trained workers, of the propriety of the adopting home.

5. Action to make available to the court in all cases, and to the attorneys in contesting cases, the report and recommendations of the investigating social agency.

6. Requirement that the birth certificate omit any reference to a child's legitimacy or adoption.

7. Prevention of the indiscriminate advertising of children for adoption.

The Board further recommended to the state congresses that: (1) if any one of the aforementioned provisions is lacking, a committee including representatives of the bench, the bar, the medical profession, and welfare and child-placing agencies submit suitable amendments for the next session of the state legislature; (2) when new state laws are to be drafted, specialists in this field be consulted (refer to the Children's Bureau, Federal Security Agency); and (3) the promotion of activities to improve laws covering adoption and guardianship be made a nation-wide parent-teacher project.

Child Labor Laws

During the war more than half the states passed laws or issued administrative orders whereby standards affecting child labor and school attendance were relaxed. In view of this fact the Board of Managers urges state congresses to work for the repeal of these measures as they affect the employment of minors under eighteen.

Keeping Children Out of Jails

Aroused by the fact that thousands of children throughout the United States are arrested each year and held—many for insufficient reason—under brutalizing conditions in county and city jails, the Board of Managers urges each state congress, through its local units, to:

1. Find out definitely whether children are held in jails while awaiting court hearing or transfer to other institutions.

(If they *are* so held, write to James V. Bennett, director of Bureau of Prisons, Department of Justice, Washington, D. C., for the rating of county or city jail under consideration, and ask for a free copy of the leaflet *The Jail Problem*, which gives detailed instructions on how to inspect a jail.)

2. Make an inspection of the jail. It is important that the visit be unannounced and that juvenile quarters be thoroughly examined. If the inspection reveals unsatisfactory conditions, publicize them through press, radio, public meetings, and the like.

3. Report findings to the penal committee of the state legislature, requesting that a bill to prohibit putting children in jails be framed and passed at the earliest session of the legislature.

4. Bring continuous pressure to bear until satisfactory laws to this end are passed.

5. Follow up with periodic inspections of jails and continued publicity to make sure that laws are observed.

Correlating Efforts for Child Welfare Legislation

To facilitate and correlate efforts to effect legislation for child welfare within the states, the Board of Managers recommends that state congresses work for the establishment of an official and appropriate state commission or council representative of official state agencies and state organizations concerned with the welfare of children and youth.

Laws Governing Traffic Safety

At its meeting in Denver on May 23, 1946, the Board of Managers added three sections to the recommendations to state congresses. These were as follows: Because of the serious rise in the number of highway traffic accidents following the increase in traffic since the war's end, the Board of Managers recommends that each state congress work for:

1. Enactment of state driver-licensing laws conforming to national standards, to the end that every driver of an automotive vehicle may be physically and morally fitted to drive and fully aware of his responsibility to the public as the operator of a motor car.

2. Enactment of modern, comprehensive, and uniform traffic laws and ordinances.

3. Universal requirement that all owners of motor vehicles carry such liability or property damage insurance—or prove personal responsibility—as will give proof of their ability to pay for personal injury or property damage caused by motor vehicles owned or operated by them.

Fire Prevention

Because of the great losses in human lives and property each year through fires, the Board of Managers recommends that state congresses give full cooperation to governors, mayors, school superintendents, and all officials in the fields of education, engineering, and enforcement in putting into effect these recommendations of the President's Conference on Fire Prevention:

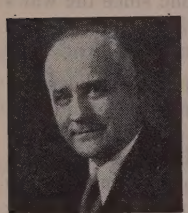
1. Study of existing building codes.

2. Strengthening of state-wide fire prevention laws.

Are YOU one of the 6,167,079 parent-teacher members who will have a share in building our new National Headquarters? In addition to making a contribution yourself, you can help still further by interesting others in our worthy project.

PLAN OF ACTION POINTERS FROM... *National Chairmen*

VISUAL EDUCATION AND MOTION PICTURES



Dr. Mahan

THIS month we present the third and final part of the excellent list of educational films that was compiled for parents and teachers by three state chairmen of visual education and motion pictures. For films on "Health," "Recreation," and "Safety," be sure to refer to Part I of this list, which was published in the April *Bulletin*. For films dealing with "Human Relations," consult Part II, which appeared in the May issue.

Child Care and Guidance

Baby Meets His Parents. *Encyclopaedia Britannica Films, 11 minutes, sound.* Shows how personality begins to emerge in the first year of a baby's life and how proper parental care helps the child develop desirable social habits.

Children Growing Up with Others. *United World Films, 33 minutes, sound.* Deals with the problems of achieving a balance in the child's development between individualism and cooperativeness.

Children Learning by Experience. *United World Films, 44 minutes, sound.* A study of children as they go about absorbed in their own affairs. The film deals with their urge to learn, practicing simple skills, and striving to understand the world around them.

Choosing Your Occupation. *Coronet Instructional Films, 11 minutes, sound.* Self-appraisal, occupational possibilities, preparation required, and guidance facilities available are a few of the ideas integrated into this film.

English Children. *Encyclopaedia Britannica Films, 11 minutes, sound.* American youngsters will enjoy observing the English children at school, at play, at home, and on a holiday trip to a seaside town.

Finding the Right Job. *Coronet Instructional Films, 11 minutes, sound.* This film gets down to actual facts in the problem of finding a job.

Helping the Child To Face the Don'ts. *Encyclopaedia Britannica Films, 11 minutes, sound.* Reveals how the child meets a world filled with "don'ts" and how he reacts to them by conforming in his own distinctive way, thus forming his own individual personality.

Helping the Child To Accept the Do's. *Encyclopaedia Britannica Films, 11 minutes, sound.* Shows how the little child meets a world defined by the "do's."

Let's Play Fair. *Coronet Instructional Films, 11 minutes, sound.* Sharing, taking turns, and obeying rules are some of the basic elements of fair play depicted in this picture.

Life with Baby. *Encyclopaedia Britannica Films, 18 minutes, sound.* An outline of definite standards of development for children from infancy to six years of age.

Sharing Work at Home. *Coronet Instructional Films, 11 minutes, sound.* Demonstrates the necessity for everyone to do his share of the work in a well-managed home.

Shy Guy. *Coronet Instructional Films, 12 minutes, sound.* Shows how fellow students and parents can help the adolescent "shy guy" to become adjusted.

You and Your Child. *U.S. Department of Agriculture, 10 minutes, sound.* A film designed to help mothers understand their children.

Youth in Crisis. *March of Time, 22 minutes, sound.* Supervised playgrounds, night clubs for teen-agers, and improved school facilities help in solving problems of juvenile delinquency.

Citizenship

America the Beautiful. *Teaching Film Custodians, 20 minutes, sound, color.* A moving pageant of the wild beauty, farms, cities, industries, and people of America.

Are You a Good Citizen? *Coronet Instructional Films, 10 minutes, sound.* Depicts the duties that must be performed by a good citizen.

Boundary Lines. *International Film Foundation, 11 minutes, sound.* An unusual and stimulating film that shows how racial and other forms of discrimination begin, how such discrimination gets out of hand, and the attitudes that must be cultivated to keep it in check.

Boy in Court. *National Probation Association, 11 minutes, sound.* Contrasts effective and ineffective methods of dealing with juvenile delinquents.

Brotherhood of Man. *International Film Foundation, 11 minutes, sound.* Emphasizes that all races are closely related.

Developing Leadership. *Coronet Instructional Films, 11 minutes, sound.* This film will help to develop leadership qualities in everyone who sees it.

Discussions in Democracy. *Coronet Instructional Films, 11 minutes, sound.* In this excellent film a typical group of students learn, through expert advice and their own experience, the importance of discussions of democracy.

Don't Be a Sucker. *Castle Films, 24 minutes, sound.* Demonstrates how racial and religious intolerance can divide and weaken a nation.

Law and Social Control. *Coronet Instructional Films, 10 minutes, sound.* This film points out the three broad areas of social control: customs, moral codes, and laws.

Lessons in Living. *Brandon Films, 22 minutes, sound.* Describes a school project that involves the whole village and gives new unity to the community.

Oklahoma Boys' State. *Oklahoma University, 10 minutes, sound.* Shows procedures at the camp of the Oklahoma Boys' State.

World We Want To Live In. *National Conference of Christians and Jews, 10 minutes, sound.* Presents pleas by Charles Evans Hughes, Alfred E. Smith, Eddie Cantor, and Wendell Willkie for greater understanding and cooperation in religious and racial problems.

Education

American Teacher. *March of Time, Forum Edition, 15 minutes, sound.* Makes teachers realize that helping students learn to think is as important as giving them factual knowledge.

It's All Yours. *Teen-Age Book Club, 11 minutes, sound.* Outlines the advantages of reading, and suggests the library as a source of information.

Learning To Understand Children. (Part I—A diagnostic approach) *McGraw-Hill Book Company, 21 minutes, sound.* Presents a case study of Ada Adams, an emotionally and socially maladjusted girl of fifteen.

Learning To Understand Children. (Part II—A remedial program) *McGraw-Hill Book Company, 23 minutes, sound.* A continuation of the case study of Ada Adams in which her teacher develops a plan for remedial action.

Life Begins. *Encyclopaedia Britannica Films, 60 minutes, sound.* Stresses the need for infant hygiene and treats many phases of infant behavior. It is of particular value to lay and adult education groups interested in child care.

Life with Junior. *March of Time, Forum Edition, 18 minutes, sound.* The camera picks up Junior at the start of a typical day and follows him through his sketchy ablutions, a wolfed breakfast, and dawdling trip to school. The work of the Child Study Association of America is shown in some detail.

Near Home. *British Information Service, 30 minutes, sound.* Depicts how school children of a small English town, under the capable but unobtrusive guidance of their teachers, embark upon a project to learn more about their community.

Nobody's Children. *March of Time, Forum Edition, 17 minutes, sound.* Shows the dangers in lax child adoption procedures, and documents the more advanced methods.

Pop Rings the Bell. *National School Service Institute, 23 minutes, sound.* Designed to show how education is an investment for the entire community.

The Sixth Chair. *National School Service Institute, 20 minutes, sound.* A sequel to *Pop Rings the Bell.*

Teachers' Crisis' *March of Time, Forum Edition, 17 minutes, sound.* Points out the handicaps under which teachers work, the dangers to the community under present conditions, and the necessity of making teaching a well-paid, respected profession.

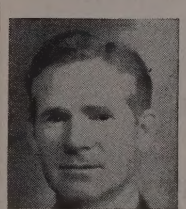
Three A's. *British Information Service, 22 minutes, sound.* Explains how the age, ability, and aptitude of each child must be taken into account to insure his best possible education.

Willie and the Mouse. *Teaching Film Custodians, 11 minutes, sound.* A comparative study showing how mice are trained by sight, sound, and touch. An analogy is drawn suggesting use of these various approaches in teaching children.

Wilson Dam School. *Tennessee Valley Authority, 20 minutes, sound.* Demonstrates the operation of a progressive school.

Each state chairman of visual education and motion pictures should be able to tell local chairmen the nearest rental sources for these films. Many of them can be obtained from the state university or the state college.

RURAL SERVICE



Dr. Lindstrom

TODAY parent-teacher associations are well aware that boys and girls in rural areas need greater educational opportunities, better health facilities, and freedom from labor outside the family. Therefore, every rural P.T.A. should give concerted attention to the following four items on the legislation program of the National Congress. Each of them affects the life of children and youth in rural areas in a very special way. (Pages 6–9 of this *Bulletin* carry the complete legislation program of the National Congress for 1950–51.)

1. *Developing and maintaining county health units.*

Since we believe that boys and girls in rural areas should have the same health protection that children in urban centers have, your rural P.T.A. should give strong support to legislation that would provide your county with a health unit. This should be a matter of immediate and urgent concern to you because county health units are especially important to rural areas. Many urban areas are already covered by adequate health services.

This legislation, which is actively supported by the National Congress of Parents and Teachers, has also been approved by the American Medical Association, American Farm Bureau Federation, National Grange, Farmers' Equity Union, and other farm groups.

2. *Providing federal aid for education.*

Federal aid to education would mean that boys and girls in rural areas, particularly in those areas with inadequate funds could have what they need and what they deserve—teachers and schools that are as fine as those other children enjoy. It is only right and just that areas more favorably situated economically should aid those not able to support even a minimum program on their meager resources. To secure and hold good teachers, rural areas must be able to pay them as much as they would receive elsewhere and to provide up-to-date school facilities. Otherwise the good teachers will continue to seek the more attractive jobs in the cities.

3. *Extending library service.*

Most rural areas are "do without" areas when it comes to library service even though it is considered essential to our well-being by people in many urban areas. The library demonstrations, now under consideration by the United States Congress, can lead to library service in every area of our country. And the cost can be spread out so that no one is heavily taxed to pay for it. But the people most concerned—the rural people—must support the program. Your P.T.A. needs to give its members all the information that can possibly be secured about this program.

4. *Protecting children from out-of-the-family labor.*

With unemployment rising in some sections of the country, mothers and fathers should see that children are not forced to work at jobs meant only for adults. Of course farm people do not want children to be exploited. Therefore, your rural P.T.A. should be thoroughly familiar with the section of the National Congress legislation program relating to child labor.

• Remember that the importance of your rural P.T.A. is never to be discounted because it is rural or small. You help to nurture the youth who remain in rural areas as well as those who migrate to town. And your P.T.A. is more likely to be a family or community organization than the urban unit is. Make your parent-teacher association valuable to every man, woman, and child in the area.

If you will read your copy of the new *Parent-Teacher Manual* carefully, you will find much other work to be done if the citizen child is to have a free world.

—Dr. David E. Lindstrom

FLASH!

As we go to press we learn that the Copley High School P.T.A. of Akron, Ohio, has raised $90.73 for Headquarters! You will read all about it in the fall issue of Headquarters News.

Magazine *Awards* for 1950–51

WHENEVER a P.T.A. receives an award for promoting the circulation of the *National Parent-Teacher: The P.T.A. Magazine* it can take justifiable pride in its achievement because every award indicates that the recipient has made a successful effort to do something special for children. Indeed every Magazine award is a symbol of child welfare service for it is the CHILDREN who profit most when their parents read the Magazine regularly.

This year the requirements are set up to make it possible for every association —the small one as well as the large one—to earn a certificate. A small association can surely get an Acorn Certificate, while a larger unit can work for an Oak Leaf Certificate. Then there is an opportunity for the average-sized group to become the proud possessor of the National President's Citation Certificate and for still larger units to become members of the Fifty-or-More Club, or even the Hundred-or-More "Magazine Honor Roll" group. In other words, every P.T.A. can try for one of the awards and be reasonably sure that attainment is not beyond its grasp. Here then are the awards to be given for the year ending March 31, 1951:

1. *Acorn Certificate*

• Each association that orders *a club of 5 subscriptions* for official use within the association will receive an acorn certificate.

2. *Oak Leaf Certificate*

• Each association that orders *a club of 10 subscriptions* for official use within the association will receive an oak leaf certificate.

(These certificates will be awarded within a month after receipt of the subscription orders.)

3. *National President's Citation Certificate*

• Each association that reports a *total of 25 or more subscriptions* will receive the national president's citation certificate.

(Club subscriptions counted on the acorn and oak leaf certificate may be included. An application blank for reporting the 25 or more subscriptions will be included in the Magazine Promotion Packet. These certificates will be mailed in June 1951.)

4. *Fifty-or-More Club Membership*

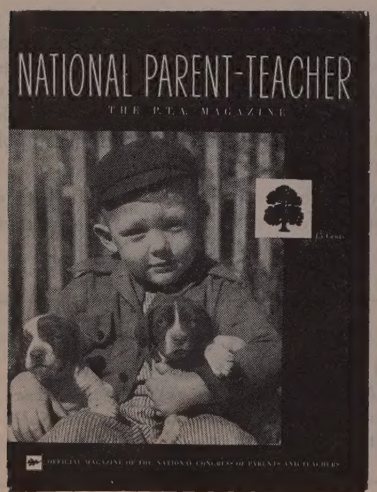
• Each association that reports *50 or more subscriptions* (including those purchased for use within the association) will become a member of the Magazine Fifty-or-More Club, and will have its name published in the *National Congress Bulletin.* If the association sends a delegate to the 1951 national convention, that delegate will be eligible to come to the Fifty-or-More Club breakfast.

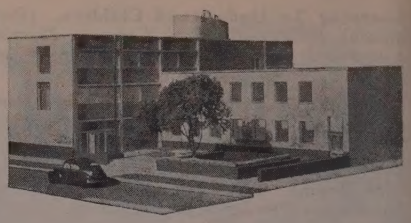
5. *Magazine Honor Roll*

• Each association that reports *100 or more subscriptions* (including those purchased for use within the association) will be listed on the "Magazine Honor Roll," which will be published in the June 1951 issue of the *National Parent-Teacher.* If the association sends a delegate to the 1951 national convention, that delegate will be a guest of honor at the Fifty-or-More Club breakfast.

6. The pictures of the local presidents and the Magazine chairmen of the ten associations that send in the *most subscriptions* will be published in the June 1951 issue of the Magazine.

• Get one of these SYMBOLS OF CHILD WELFARE SERVICE for your P.T.A. and have your Acorn Certificate to display at the first meeting!





People Are Asking . . .

Q. Where will the new home of the National Congress be built?

A. In Chicago, Illinois. The site is convenient to hotels and restaurants. Street cars run within a block of the location, and busses can be boarded only half a block away. It is also within reasonable taxi-fare distance from the major railway stations.

Q. Is it true that the National Congress is going deeply in debt to build a headquarters?

A. No indeed. The National Congress will not start building until it has the necessary funds in the bank. That is why it is so important that all parent-teacher members make their contributions as soon as their state congresses are ready to receive these donations. The sooner the money is provided, the sooner we can start building.

Q. I have a friend who wants to give something for the new building. Would you accept as small a contribution as fifty cents? This lady is real old now, but she used to be very active in the P.T.A.

A. Tell her we will be pleased and honored to have her gift. It isn't the size of the gift that counts, it is the love and spirit behind it. In fact, we hope that as many as possible of our past and present members will have a part, no matter how small, in helping to erect this permanent memorial.

Local Presidents, have you passed around the issue of Headquarters News *sent to you recently?*